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ABSTRACT

The manual discusses Project SAIL's (a special dropout prevention program) use of Goal Attainment Scaling as part of individualized education plans in the treatment of troubled adolescents and in overall program evaluation. The scaling is characterized as an explicit, respectful treatment contact through which the adolescent can learn to set realistic expectations, monitor progress, and achieve positive recognition for improvement. It is also defined as an instrument to provide a methodology for developing personalized, multi-variable, scaled descriptions which can be used for either counseling objective-setting or outcome measurement purposes. Project SAIL itself is described and background information regarding the scaling is provided. The actual goal setting process is explained, a sample goal attainment guide is provided, and 17 policy guidelines are identified. Examples of different types of goals are offered, as well as two case histories. The two stages in the goal scoring process are outlined and the program evaluation is discussed in terms of cross-program analysis, internal analysis, and content analysis. Additional hints and a conversion key are also included. (ED)

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GOAL ATTAINMENT SCALING

A Primary Method of Treatment and Program Evaluation in Project SAIL - A Special Education Dropout Prevention Program

Written by: Linda Hall Harris
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September, 1978

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The adaptation of Goal Attainment Scaling for use with emotionally troubled adolescents in schools as described in this manual represents the efforts of the entire SAIL staff: Mary J. Balfour, Barbara Braham, Linda Hall Harris, Beverly Post Johnson, Jan Ormasa, John L. Thompson.

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AFFIRMATIVE ACTION EMPLOYER

INTRODUCTION

This manual describes Project SAIL's use of Goal Attainment Scaling* in treatment of troubled adolescents and in overall program evaluation.

Additional written material and video tapes which are available upon request include:

1) Visitors' Packet: Contains written materials with general overview of SAIL program

2) SAIL slide-tape: 20 minute general overview of SAIL program

3) "Use of Goal Attainment Scaling with Emotionally Disturbed, Dropout Prone Adolescents", Goal Attainment Review, 1978 anniversary issue.

4) "School-Based Adolescent Groups: The SAIL model" - a manual regarding group work with troubled adolescents in schools.

5) Video-tape of stages of group development - this video accompanies the group manual.

Site visits to Project SAIL can be arranged by contacting Mary J. Balfour, SAIL Coordinator. Workshops conducted by SAIL staff on Goal Attainment Scaling, adolescent groups, collaboration between special educators and mainstream faculty, and the etiology of drop-outs are also available upon request.

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*SAIL staff's use of Goal Attainment Scaling represents an adaptation of the original Goal Attainment Follow-up process developed by Program Evaluation Resource Center, 501 Park Avenue South, Minneapolis, Minnesota 55415

DESCRIPTION OF SAIL PROJECT

This program is an ESEA Title IV-C Special Education project, begun in the fall of 1976 at Lindbergh. The staff consists of three social workers, three special educators, and a secretary. There were 67 students serviced for varying lengths of time in 1976-77; there were 127 students in SAIL in 1977-78. Three types of students qualify for participation: 1) students who have previously dropped out and wish to return to school, 2) students seriously contemplating dropping out, and 3) in-school dropouts (excessive skips, absences, failures, and incompletes). Most of these students also experience problems in one or more of the following areas: legal infractions, chemical and alcohol abuse or dependency, physical abuse, sexual abuse, serious family disturbances, authority conflicts, dysfunctional peer relationships, or psychological problems. Contrary to the staff's previous expectations, it was found that learning disabilities did not seem to be a primary factor.

All students in SAIL participate in the regular high school curricula and are heterogeneously grouped in academic classes. In addition, SAIL students participate in intensive group sessions with SAIL staff, three days a week for 1 1/2 hours per day. Each student also meets with a SAIL staff person for an individual session weekly. A goal setting process that encourages individuals to set concrete, measurable goals which are realistically attainable is used as a major component of the SAIL project. Parents of SAIL students are contacted bi-weekly and are given factual and complete information on how the student functions. SAIL staff also meet with each student's classroom teachers weekly for reciprocal sharing of information regarding the student's academic progress.

A major focus during the first year was a voluntary, in-service training program for teachers. Ten programs were presented including the following topics: chemical dependency, goal setting, behavior management, families in crises, adolescent sexuality, curriculum modification, and "games" kids play.

The SAIL staff also encourages students and their families to use appropriate community resources if needed, including chemical/alcoholism treatment programs, court services, state employment services, medical clinics and counseling agencies. SAIL staff serve as case managers and advocates for the family, facilitating the referral process and coordinating a comprehensive and consistent service plan.

The SAIL program has proven to be a successful method of intervention with this high risk population, and most importantly, it has shown that emotionally troubled, dropout prone youth can experience success in the regular academic setting without being segregated into a self contained, mini-school environment.

During the first two years of SAIL 75% of SAIL students who were in the project 2 or more quarters achieved their individual goals which relate to academic achievement and social/emotional development, (Goal Attainment Scaling). 71% of students who were in SAIL two or more quarters did not drop out of school. Of the students who did not drop out, 79% earned at least the minimum number of credits.

BACKGROUND

Goal Attainment Scaling facilitates an explicit, respectful treatment contact through which the adolescent can learn to set realistic expectations, monitor progress, and achieve positive recognition for improvement. It provides a methodology for developing personalized, multi-variable, scaled descriptions which can be used for either counseling objective-setting or outcome measurement purposes. Originally proposed in 1968[1] by Drs. Kiresuk and Sherman as an assessment tool for community mental health programs, Goal Attainment Scaling has since been applied to goal setting for both individuals and organizations across the whole spectrum of human services.

Goal Attainment Scaling is the core treatment and evaluation methodology of Project SAIL, an innovative, mainstream special education Title IV-C Project in Hopkins Public Schools for dropout prone adolescents. SAIL has a multidisciplinary staff composed of special educators and social workers who utilize a systems approach in order to impact the total environment in which students interact, including family, teachers, peers, and community agencies. As a mainstream program, SAIL has shown that emotionally troubled, dropout prone youth can experience success in the regular academic setting without being segregated into a self contained, mini-school environment.

As a special education project, SAIL uses Goal Attainment Scaling as an integral part of Individualized Educational Plans (I.E.P.'s) for students. According to P.L. 94-142 the I.E.P. must include the following:

A. A statement of the present levels of educational performance of such child.

B. A statement of annual goals, including short-term objectives.

C. A statement of the specific education services to be provided to such child, and the extent to which such child shall be able to participate in regular education programs.

D. The projected dates for initiation and anticipated duration of such services.

E. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

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[1] Kiresuk, T. J. and Sherman, R. E., "Goal Attainment Scaling: A General Method for Evaluating Comprehensive Community Mental Health Programs," Community Mental Health Journal, Vol. 4 (6), 1968, pp 443-453.

In addition, the following criteria must be satisfied in order to insure that the I.E.P.'s have been developed appropriately:

A. Does the language make sense to a non-involved person?

B. Is the content relevant to the child?

C. Can instruction be based on the goals?

D. Does the I.E.P. provide a basis for evaluation?

E. Is the student involved whenever appropriate?

These procedural safeguards and legal parameters regarding the development of educational planning for special education students mandate the use of a method that is both efficient and thorough. The SAIL staff's decision to use Goal Attainment Scaling is based upon the following advantages of the Goal Attainment Scaling model:

A. Provides goals and objectives that are mutually negotiated.

B. Focuses on explicit issues.

C. Diagnoses students through specific objectives; not reliance on labeling.

D. Prevents hidden agendas - special education curriculum agreed upon by staff, parent and student.

E. Provides growth orientation.

F. Insures realistic expectations.

G. Provides consistent structure and continuous feedback.

H. Offers behavioral specificity.

I. Facilitates a systems approach.

J. Provides accountability model for staff, students and parents.

ACTUAL GOAL SETTING PROCESS

A sample goal attainment guide is found on page 6. It is composed of four major parts.

1) Student's name and goal setters. In the SAIL project all goals are mutually negotiated between SAIL staff and students; consequently both names are placed on the guide as goal setters.

2) Goal setting date and follow-up scoring date. The goal setting date refers to the actual date the goals were written. The follow-up date refers to the date where the student's overall level of goal attainment will be assessed. In the SAIL project, this follow-up scoring date coincides with the school calendar. Follow-up scoring occurs at the end of each quarter so that students can receive a SAIL progress report just as they receive grades in their academic classes at the end of each marking period.

   When follow-up scoring is completed, students and staff negotiate a new set of goals for a second Goal Attainment guide.

3) Scales: Each page of the Goal Attainment Follow-up guide contains four vertical columns. Each of these is called a scale, and represents a different goal. Each scale or goal has a title at the top of the column. This title should consist of one or two words that give a general description of that particular goal. It is important that this title be phrased in language familiar to the student, and not in formal, clinical terminology.

_____ Number of Scales Written

_____ Raw Score - Goal Attainment

_____ GOAL ATTAINMENT SCORE

_____ Raw Score - Level at Intake

_____ Level at Intake Score

_____ CHANGE SCORE

STUDENT'S NAME _____ GOAL SETTERS _____

GUIDE NUMBER _____

GOAL SETTING DATE

FOLLOW-UP DATE

GOAL ATTAINMENT FOLLOW-UP GUIDE

Levels of Predicted Attainment				
Much less than expected level of outcome				
Somewhat less than expected level of outcome				
Expected level of outcome				
Somewhat more than the expected level ofoutcome				
Much more than the expected level of outcome				

4) Levels: Each scale or goal is further divided into five levels which represent varying degrees of goal attainment. This is the most unique aspect of goal attainment scaling. Each goal is divided into five successive approximations. These range from the most unfavorable outcome thought likely to the best possible outcome the student might achieve. The center level, or "expected level of outcome" is the actual targeted level of goal attainment

It usually takes about 30 - 45 minutes for staff and students to write the initial Goal Attainment guide. However once students have become familiar with the goal setting process, writing subsequent follow-up guides usually takes 15 - 20 minutes.

Students are expected to write goals with a staff person within the first two weeks after entering the SAIL program. It is not necessary to have detailed background information about the student in order to write the first set of goals. Together the staff and student clarify the student's purpose for being in SAIL; the student wants school officials to quit "hassling" him or her and secondly, though this is rarely stated directly, the student wants to graduate from high school.

The first time a student writes goals, the guide is written for follow-up scoring to occur at the end of a four week time period. Subsequent follow-up guides, however, are constructed for the entire quarter as was mentioned previously. Initial goal attainment guides are written for a shorter period of time because until staff know the student better, it is difficult to assist the student in determining realistic levels of predicted attainment.

The next step is for the SAIL staff and the student to talk about general problems that are preventing the student from being successful at school. Because SAIL is a school program, all goals on a SAIL student's goal attainment guide must be related in some way to promoting the student's successful functioning at school. All SAIL students are expected to develop at least one attendance and achievement goal for each class.

In addition, the student is usually experiencing personal problems which are also contributing to failure in school. Personal goals developed by staff and students include goals related to drug abuse, relationships with family, health, employment, physical appearance, conflicts with authority, depression, anxiety, dependency, etc. For a complete list of all goals selected by SAIL students in the 1977-78 school year, refer to the Content Analysis in pages 37 to 41.

The SAIL policy is that students also develop at least one goal related to maintenance of a currently successful area of functioning. This goal is usually the most difficult one for students to write, because they are so accustomed to thinking of themselves in a negative connotation. Sometimes this goal is not negotiated until the second goal attainment guide is developed.

It is most important to remember that although many students are referred to SAIL because of similar problems, NO STUDENTS IN SAIL HAVE THE SAME GOALS. Every student's goals are different, and are written creatively to reflect each individual's unique needs and strengths.

All students are expected to have at least three goals; there is no upper limit restricting the number possible. Most students in SAIL write approximately ten goals in each of their follow-up guides.

After deciding what the goals will be in general terms, the student and staff write a title for each goal at the top of the levels on the goal attainment guide. As was previously stated, these titles should be brief and should be stated in language that is comfortable for the student. See examples of goals on pages 13 to 18.

Once the titles have been determined the next step involves filling in the predicted levels of attainment. These must be stated in behaviorally specific, time delimited terms. It is important to clarify and define terms with the student. Avoid vague language such as "does most homework" or "gets high". Instead use precise language, or develop mutually agreed upon definitions that are included on the Goal Attainment guide. For example, see Willy's "Social Studies Discussion" goal on page 20 or Sally's "Staying Straight" goal on page 23.

The middle or "expected level of outcome" is the level of goal attainment which is developed first. This level refers to the level of goal achievement that is most likely to occur. In determining realistic outcomes for this level, the staff and student must consider:

1) the student's current level of functioning
2) the student's level of motivation to change
3) extenuating circumstances in the student's life
4) the intensity of support service staff is able to offer the student
5) the normal peaks and valleys of progress likely to occur in any treatment process.

After establishing the expected level of outcome in a particular scale (goal), the next step is to explore the more extreme ranges of possible outcomes. What is the worst the student might do during any

given week? Describe that behavior in the "much less than expected level of outcome." Next, what is the best possible outcome the student might achieve within the four or eight week goal scoring period? Describe that behavior in the "much more than expected level of outcome." Then fill in the remaining two levels. It is crucial to remember that all levels in any goal attainment guide must be realistically attainable at the current time. However, it is the "expected level of outcome" that is predicted by both the staff and the student as most likely to occur.

After the entire guide is completed, the staff asks the student if the goals overall seem too hard or easy, and also if they seem phony. "If you make these goals at your 'expected level' will that mean you're doing better at school?"

Then, the goals are typed. Because goals are part of the student's Individual Educational Plan, a copy is given to the student's parents, as well as the student. The SAIL staff retains a copy which is used for the weekly scoring as well as the overall follow-up scoring.

POLICY GUIDELINES:

USE OF GOAL ATTAINMENT SCALING WITH ADOLESCENTS

These guidelines represent the policies developed by the staff in the first two years. They have evolved after experimentation with a variety of procedures. These are the guidelines that seem to maximize the effectiveness of Goal Attainment Scaling used with students.

1. Include at least 3 scales on each student's Follow-up Guide. Students in SAIL have an average of 10 scales per guide.

2. Have at least three levels filled-in for each scale. One filled-in level should be the expected level; there should also be at least one filled-in level on each side and the expected level.

3. No two adjacent levels can be left blank.

4. Include only one problem or variable on each scale.

5. Avoid variables which are too general or vague to be accurately scored.

6. The levels on a scale should not overlap each other. Common errors include: numbering overlaps, overlap through imprecise wording, multiple variable overlap.

7. All goals should be mutually negotiated between student and counselor.

8. There should be no "expected" levels which are so high that there is no possible "better than expected" level. There should be no "expected" goals which are so low that there is no possible "less than expected" levels. There should usually be a possible outcome for all levels of the scale even if some are left blank.

9. <u>All</u> levels, even the "much more than expected level of outcome," must be realistically attainable by that specific student at that particular point in time.

10. The current level of functioning at the time of intake should be indicated with an asterisk on all scales.

11. The student's behavior at intake may be equivalent to any of the five levels.

12. The student's first Follow-up Guide should be written for a 4-6 week time period. Subsequent Follow-up Guides can be written for 8-10 week periods.

13. Students and counselors should perform weekly scoring as well to monitor goal attainment progress. Limit the number of scales that can only be scored once during the entire goal scoring period. For example, "earn a B for the semester in English" can only be scored once, but "earn at least a B on all English assignments for the week" can be scored weekly.

14. When writing the first set of goals with a student, be sure all goals are readily verifiable, ie. that student's self reporting can be double checked with the teacher, etc. Add goals which depend on honest self reporting only after determining the student's level of reality testing and willingness to report honestly.

15. For each student, include at least 1 scale relating to maintenance of a personal strength or currently successful area of functioning.

16. If the student is concurrently participating in a counseling group, include at least one goal related to developing behaviors that will enhance the student's group participation.

17. "Your goal is met!" when level of attainment is at the "expected level of outcome" or above. Don't give extra reinforcement for attainment at the "somewhat more than the expected level" or "much more than the expected level".

The following five pages contain examples of the various types of goals students in SAIL have selected.

The primary objective of SAIL staff is to assist students in developing the coping skills necessary for succeeding in the mainstream school environment. Students and staff together develop both academic and personal goals specifically designed to facilitate improved school functioning.

MISCELLANEOUS
EXAMPLES OF STUDENTS' GOALS

Levels of Predicted Attainment	Attendance in Social Studies	Attendance in English	Assignments in English	Passing American Hist.
Much less than expected level of outcome	0 - 1 *	0 - 1	Completes none *	Skip class the day of any tests or quizes. Don't make them up.
Somewhat less than expected level of outcome	2 - 3	2 - 3 *	Completes some but not all	Fail a test or quiz and not make it up. *
Expected level of outcome	Attends 4 out of 5 each week	Attends 4 - 5 out of 5 classes per week	Completes all assignments due that week	Fail a test or quiz, but make it up that week and pass it.
Somewhat more than the expected level of outcome		5 plus all time made up for the week	Completes all due that week plus at least 1 make-up assignment	Fail a test or quiz but make it up that week and get at least a C-.
Much more than the expected level of outcome	Attends all 5	5 plus all time made up for the quarter	Completes all due that week plus at least 2 make-up assignments	Pass any tests or quizes that week the 1st time I take them.

MISCELLANEOUS
EXAMPLES OF STUDENTS' GOALS

Levels of Predicted Attainment	Drugs during school week	Drug/alcohol use when I feel down	Dress	Contraceptives
Much less than expected level of outcome	1 or less *	3 or more *	1 *	Read pamphlet on birth control before Dec. 1. *
Somewhat less than expected level of outcome	2	2	2	Read pamphlet about birth control and talk to counselor about contraceptives once before Dec. 1
Expected level of outcome	Stay "straight"[1] three out of five school nights per week	Use 1 time per week when I feel bummed out (depressed, angry, etc.)	Dress appropriately[2] for school 3 times per week	Talk to boyfriend about contraceptives once before Dec. 1
Somewhat more than the expected level of outcome	4	0	4	Talk to boyfriend about contraceptives and make appointment to see planned parenthood counselor by Dec. 1
Much more than the expected level of outcome	5		5	Talk to boyfriend and attend planned parenthood with boyfriend before Dec. 1

[1]No use of drugs or alcohol regardless of quantity

[2]Non seductive as determined by staff and student

MISCELLANEOUS
EXAMPLES OF STUDENTS' GOALS

Levels of Predicted Attainment	Nervous Laughter	Biting Nails	Family	Achievement
Much less than expected level of outcome	6 or more	Bite all nails on both hands each week *	Don't call home at all to let parents know where I am at night. *	Not completely caught up with work in any class *
Somewhat less than expected level of outcome	4 - 5 *	Bite some nails on both hands each week	Call home and let parents know where I am one time per week before 12:00.	1 out of 4
Expected level of outcome	Only 2 to 3 inappropriate laughs during group	Bite some nails on only one hand each week.	Call home and let parents know where I am one time per week before 10:00 p.m.	On Friday of each week have all work completed and turned in for at least 2 out of 4 classes.
Somewhat more than the expected level of outcome	1	Only bite thumb nail on only one hand each week.	2 times before 10:00 p.m.	3 out of 4 classes
Much more than the expected level of outcome	0	Not bite any nails each week	Call and let parents know where I am all evenings when I'm out after 10:00.	4 out of 4 classes

MISCELLANEOUS
EXAMPLES OF STUDENTS' GOALS

Levels of Predicted Attainment	Driver's License	Allowance	Sleeping Less	Suicide
Much less than expected level of outcome	Call and ask about Driver's test schedule by Dec. 20th. *	Ask parents for allowance plus more than $5 extra per week	0 *	More than 3
Somewhat less than expected level of outcome	Schedule test and practice 8 hours on the road by Dec. 20th	Ask parents for allowance plus $1 to $5 extra per week *	1	Think seriously about suicide 1 - 3 times per week - once for more than 1 hour *
Expected level of outcome	Pass Driver's license test by Dec. 20th	Request no additional money from parents beyond allowance each week	Sleep less than 10 hours on 2 nights per week	Think seriously about suicide 1 - 3 times per week
Somewhat more than the expected level of outcome	Pass Driver's license test by Dec. 5		3 nights	Think seriously about suicide 1 - 3 times per week and be able to talk to someone about it at least once.
Much more than the expected level of outcome	Pass test by Dec. 5; driving and no accidents or traffic violations by Dec. 20	Request no extra funds; place portion of allowance in savings account weekly	4 nights	Not think about suicide at all

MISCELLANEOUS
EXAMPLES OF STUDENTS' GOALS

Levels of Predicted Attainment	Run Away	Temper	Vocabulary Tests	Homework
Much less than expected level of outcome	Run away and be gone overnight once a week *	More than 4	C or less	0 to 29 min.
Somewhat less than expected level of outcome	Run away, but come back before 1:00 a.m.	2 - 3 *	C+ or B-	30 to 59 min. *
Expected level of outcome	Threaten to run away 1 to 3 times per week but no "runs"	Have one temper outburst[1] per week	Get a "B" on the vocabulary test each week *	Spend 60 to 89 min. doing homework for math per week
Somewhat more than the expected level of outcome	Think about running away but not threaten		B+	90 to 119 min.
Much more than the expected level of outcome	Not think about running away at all each week	0	A or A-	120 min. or more

[1]temper outburst means when I absolutely lose control for more than a few minutes

SAMPLE CASE HISTORY: WILLY

Willy, a 17 year old high school senior, was referred for special services because he was failing his academic subjects, had poor attendance and was significantly below grade level in reading. At the time of intake Willy was described by one of his teachers as "being in a continual fog about school."

Psychological testing indicated that Willy scored in the average I.Q. range but his achievement test scores were low: reading (8.1), spelling (5.5) and vocabulary (5.8). He also had significant problems with conceptualization.

Throughout his school years Willy was described by his teachers as being a loner and often unhappy in class. As a youngster he was scrapegoated by his classmates and consequently avoided social situations with his peers.

A psychiatric intervention with Willy and his parents focused on the overprotective environment at home which did not challenge Willy to any significant degree. In addition, the parents felt the best academic program would be one with minimal expectations.

A major concern of all teachers at the time of referral was Willy's tendency to withdraw and "tune out" during class. Frequently he would demonstrate a total inability to recall what happened in class. In contrast to this, Willy had the ability to recall experiences in specific one to one tutorial sessions. For example, he reported learning his addition facts with the individual assistance of his 4th grade teacher.

Willy's hobbies included model building and guitar making. He also enjoyed working on projects in art class.

The goals Willy selected are included in the following pages. They were mutually negotiated between Willy and the SAIL staff member who works most closely with Willy.

CASE HISTORY # 1

SCORED GOAL ATTAINMENT GUIDE

STUDENT'S NAME Willy

GOAL SETTERS John & Willy

GUIDE NUMBER 1

September 1, 1978
GOAL SETTING DATE

October 15, 1978
FOLLOW-UP DATE

GOAL ATTAINMENT FOLLOW-UP GUIDE

____ Number of Scales Written

____ Raw Score - Goal Attainment

____ GOAL ATTAINMENT SCORE

____ Raw Score - Level at Intake

____ Level at Intake Score

____ CHANGE SCORE

Levels of Predicted Attainment	PEER INTERACTION	SOCIAL STUDIES DISCUSSION	SPELLING	GUITAR
Much less than expected level of outcome	Zero Days	Remain Silent *	less than 70% correct	less 1/2
Somewhat less than expected level of outcome	1 out of 3 *	1 out of 5	70% correct	1/2 to 1
Expected level of outcome	Willy will initiate comments in SAIL group 2 out of 3 days per week	Willy will ask or answer a question in 2 out of 5 classes per week[1]	On the weekly spelling test Willy will score 80% correct	Willy will spend 1 1/2 to 2 hours per week working on his guitar
Somewhat more than the expected level of outcome	3 out of 3	3 out of 5	90% correct	2 1/2 to 3
Much more than the expected level of outcome	3 out of 3 and have 1 day per week when he takes group "time" to discuss personal issues	3 out of 5 plus stay after class to talk to teacher	95% or better	over 3

[1] this means more than "I don't know"

STUDENT'S NAME: Willy

GOAL SETTERS John & Willy

September 1, 1978
GOAL SETTING DATE

GUIDE NUMBER 1

October 15, 1978
FOLLOW-UP DATE

GOAL ATTAINMENT FOLLOW-UP GUIDE

Levels of Predicted Attainment	READING COMPREHENSION	VOCABULARY	WRITING	IDEAS
Much less than expected level of outcome	80% on 1 reading comp.	Pronounce and define at 80% *	Write story and not have it read *	Zero *
Somewhat less than expected level of outcome	80% on two reading comp. *	Pronounce or define at 90%	Willy will write the story and have someone else read it to group	1
Expected level of outcome	Willy will score at 90% accuracy on at least one reading comp test per week	Willy will be able to pronounce and define his vocabulary words with 90% accuracy per week	Willy will read the story he wrote for group	Willy will describe[2] an idea that he learned in class at least two times per week.
Somewhat more than the expected level of outcome	90% on two	Pronounce all and define at 95%		3
Much more than the expected level of outcome	100% on at least one test	Pronounce and define at 100%	Read story for group and show it to one classmate in English class	4

[2]describe idea to SAIL group leaders or L.D. tutor

SAMPLE CASE HISTORY: SALLY

A 17 yr. old native American high school senior, Sally, was referred because of acute depression; inability to go through an entire day without crying, and overwhelming feelings of sorrow, inadequacy, and hopelessness. She described herself as feeling as if she was hanging from a cliff by her fingers trying to avoid using drugs. She had recently delivered an illegitimate baby girl, and was in the final stages of placing her daughter with the adoptive couple.

She is an attractive, very intelligent, sensitive girl. Sally is interested in attending college and becoming a RN with a speciality in mid-wivery; yet she also talks of dropping out of high school. Both of Sally's biological parents were chemically dependent, and her mother died of delerium tremens several years ago. Sally was physically abused throughout her childhood. When she was 9, her parents took her to the welfare office saying they could no longer take care of her. She was sent to live with a grandparent, and was adopted by an uncle at age 10. She became pregnant at 16. The pregnancy seemed to provide an added incentive to "stay straight" temporarily and Sally was able to reflect on her future. Her relationship with her adoptive parents improved greatly during and subsequent to the pregnancy. Placing her daughter for adoption seemed to revive Sally's feelings of rejection and mourning, and reduced her motivation to "stay straight".

The goals Sally selected are included in the following pages. Her actual weekly performance is indicated by the dates on each scale. Her cumulative (average) performance on each goal is indicated by the word "FINAL".

CASE HISTORY #2

SCORED GOAL ATTAINMENT GUIDE

STUDENT'S NAME: Sally

January 10, 1978
GOAL SETTING DATE

March 4, 1978
FOLLOW-UP DATE

GOAL SETTERS: Linda & Sally

GUIDE NUMBER: 2

GOAL ATTAINMENT FOLLOW-UP GUIDE

11 Number of Scales Written

-1 Raw Score - Goal Attainment

48.49 GOAL ATTAINMENT SCORE

-16 Raw Score - Level at Intake

25.88 Level at Intake Score

22.61 CHANGE SCORE

Levels of Predicted Attainment	Class Attendance Chemistry	Class Attendance English	Class Attendance Psychology	Staying Straight
Much less than expected level of outcome	Attends 2 out of 4 2/25	Attends 2-3 out of 5 1/14	Attends 2 out of 4 1/14 1/21 Final 1/28	3 "slips"
Somewhat less than expected level of outcome	Attends 3 out of 4 and asks teacher about missed assignments. 1/14 1/28	Attends 4 out of 5; does not inquire about missed assignments. 2/14 2/25 1/28 Final	Attends 2 out of 4; listens to missed lectures on tape in learning center. 2/4 2/11	
Expected level of outcome	Attend all 4 classes each week. Earns at least a "B" on all assignments. Final 3/4 1/21 2/4	Attends 4 classes out of 5 each week; asks teacher about missed assignments. 1/21 2/4 2/18	Attends 3 out of 4 classes each week. Listens to tape recording of missed lecture in learning center. 2/18	No more than 2 "slips"[1] by March 4, 1978
Somewhat more than the expected level of outcome		Attends 5 out of 5 per week; completes all assignments for the week. 3/4	Attends 4 out of 4 plus contributes in class discussions at least 1 class per week. 2/25 3/4	No more than 1 3/4 Final
Much more than the expected level of outcome	Attends all 4 classes; earns a "B" or better on all assignments including at least one "A". 2/11 2/13	Attends 5 out of 5; completely caught up with all assignments for the semester.	Attends 4 out of 4; contributes in class discussions; talks with another student from psychology outside of class.	No "slips" - Hurray!

NOTE: The dates indicated on each scale represent student's behavior for the week as reported during Friday scorings.

[1]Slip means use of drugs or alcohol in any quantity

STUDENT'S NAME Sally

GOAL SETTERS Linda & Sally

January 10, 1978
GOAL SETTING DATE

GUIDE NUMBER 2

March 4, 1978
FOLLOW-UP DATE

GOAL ATTAINMENT FOLLOW-UP GUIDE

Levels of Predicted Attainment	Overcoming "Bad moods"	Strength Assessment	College/Career	Appearance
Much less than expected level of outcome	Do nothing to try to stop being depressed. * 1/14 2/18	0 - 1 days each week *	Do nothing *	3 days each week 1/14 2/18
Somewhat less than expected level of outcome		2 days each week 1/14 1/21 1/28	Visit the campus; don't apply	
Expected level of outcome	Initiate any of the following activities[2] when depressed (1 time per week) 1/21 1/28 Final	Review the day's events just before going to sleep. List at least 5 positive actions. (3 days each week) 2/4 2/11 Final	Visit the campus and apply to at least 1 college by March 4, 1978 3/4 Final	* 1/21 Hair clean and combed, stylish clothes, uses mascara & lipstick 4 school days each week 2/25 Final
Somewhat more than the expected level of outcome	2 times per week 2/4 2/11 2/25	4-5 days each week 2/18 2/25 3/4	Visit and apply to 1 college; visit one other college, but don't apply	
Much more than the expected level of outcome	Whenever depressed 3/4	6 - 7 days each week	Apply to at least 2 colleges	1/28 2/4 2/11 5 days each week 3/4

[2]playing violin, jog, cook, going out with a friend

STUDENT'S NAME Sally

GOAL SETTERS Linda & Sally

January 10, 1978
GOAL SETTING DATE

GUIDE NUMBER 2

March 4, 1978
FOLLOW-UP DATE

GOAL ATTAINMENT FOLLOW-UP GUIDE

Levels of Predicted Attainment	Attending AA	Frequency of "Bad moods"	Terminating with daughter
Much less than expected level of outcome	Attend none * 1/28	5 days 1/14 2/18	* Starts letter to daughter or her adoptive parents but does not finish either 3/4 Final
Somewhat less than expected level of outcome		4 days * 1/21	Starts letter to daughter and to her adoptive parents
Expected level of outcome	1/14 1/21 Attend 1 AA meeting 3/4 each week	2/4 2/11 Sally reports feeling "bummed out" 3 days each week Final	Completes letter to daughter or to adoptive parents; feels satisfied with contents of letter by March 4, 1978.
Somewhat more than the expected level of outcome	2/4 Attend 1 AA meeting each week (even when a "slip" occured) Final		Completes letter to daughter and to adoptive parents; feels satisfied with contents; mails both letters.
Much more than the expected level of outcome	Attends 2 AA meetings each week 2/11 2/18 2/25	2 days 2/25 3/4 1/28	Completes both letters; shares with therapist and parents; feels satisfied with contents; mails.

SCORING GOALS

There are two different stages in the goal setting process. The first stage is done by the staff person with students, and demonstrates to the student his/her overall goal attainment for that eight week time period:

STAGE ONE

1) Each Friday the student has scored each goal, and indicated the level of functioning for that week by writing the Friday date in the appropriate box. See example, pages 23 to 25.

2) At the end of the eight weeks at the time of Follow-up scoring, these dates are averaged together to obtain a final score for each scale. The example below indicates the scoring for two scales from the typical guide on pages

	Class Attendance Chemistry	Class Attendance English
Much less than expected level of outcome	2/25	1/14
Somewhat less than expected level of outcome	1/14 1/28	2/11 2/25 1/28
Expected level of outcome	1/21 2/4 2/4	1/21 2/4 2/18
Somewhat more than the expected level of outcome		2/4
Much more than the expected level of outcome	2/11 2/18	

a. Assign a numerical value to each level so that the weekly scores can be averaged to obtain a mean score for each scale.

-2	Much less than expected level of outcome
-1	Somewhat less than expected level of outcome
0	Expected level of outcome
+1	Somewhat more than the expected level of outcome
+2	Much more than the expected level of outcome

b. Using the example, then, compute the final score for "Class Attendance in Chemistry". Average the weekly scores by adding their assigned values dividing by the total number of scores.

```
 -2   (One weekly score at the "much less than expected" level)

 -1
 -1   (Two weekly scores at the "somewhat less than expected" level)

  0
  0   (Three weekly scores at the "expected level of success" level)
  0

 +2
 +2   (Two weekly scores at the "much more than expected" level)
+2
-----
  0
```

```
  0
8|0
```

The weekly scores for "Class Attendance in Chemistry" average out to "0". This means that the average level of functioning over 8 weeks is at the expected level of success. This is indicated by the word FINAL written in the appropriate box. See example, page 23.

To compute the final score for "Class Attendance in English," average the weekly scores:

(-2) + (-1) + (-1) + (-1) + (0) + (0) + (0) + (+1) = (-4)

```
   -.5
8 |-4.0
```

Final scores are made on the lines between boxes only when the decimal comes out to "-.5" exactly.

Because the final score is "-.5", scoring occurs on the line between the "expected level" and the "somewhat less than expected." *

	Class Attendance Chemistry	Class Attendance English
Much less than expected level of outcome		
Somewhat less than expected level of outcome		Final
Expected level of outcome	Final	
Somewhat more than the expected level of outcome		
Much more than the expected level of outcome		

c. In this example, the student achieved only one out of two of her goals. Satisfactory goal attainment is indicated only when scores are within the "expected level" or below.

3) Occasionally a student writes a goal that is meant to be scored only once in the 8 week period, in which case the final score is self evident. For example, see Sally's goals regarding "Staying Straight", "College Career", and "Terminating with daughter", pages 23 to 25.

*Note: If the decimal does not come out exactly .5, the score is rounded up or down to the nearest whole number. For example, (+1.3) would be considered (+1); (-.8) would be considered (-1), etc.

4) Final scoring for all of Sally's goals which are found in their entirety on pages 23 to 25 would be as follows:

Levels of Predicted Attainment	Class Att. Chemistry	Class Att. English	Class Att. Psychology	Staying Straight	Overcoming bad moods	Strength Assessment	College/ Career	Appearance	Attend. AA	Frequency of bad moods	Terminating with daughter
Much less than expected level of outcome			*	*	*	*	*		*		* Final
Somewhat less than expected level of outcome		* Final	Final							*	
Expected level of outcome	Final *				Final	Final	Final	* Final		Final	
Somewhat more than the expected level of outcome				Final					Final		
Much more than the expected level of outcome											

On this particular set of goals for that eight week period of time, Sally met an average of 8 out of 11 of her goals.

The asterisks indicated Sally's original level of functioning on each goal at the time of intake to SAU.

SCORING GOALS

STAGE TWO

This second stage of the scoring process is not conducted with students. In this stage, goals are converted statistically in order to use the scores for program evaluation purposes.* Two different types of outcomes can be measured:

- Goal Attainment Score
- Change Score

The Goal Attainment Score indicates the degree to which the student achieved the goals on his/her Goal Attainment Guide. The optimal Goal Attainment score ranges from 45.0 to 55.0. This indicates that most scale scores occured in the center box at the "expected level of outcome".

The Change Score indicates the difference between the level of functioning at intake which is shown by an asterisk on the scale, and the final Goal Attainment level. A change score of +15.0 is considered to be satisfactory. It is feasible that a student might not have achieved a goal to the degree desired, but still have improved since intake.

The following conversion key** has been developed for ease in determining Goal Attainment scores for Follow-up guides. To use the conversion tables which are included on pages 43 to 55.

1) Determine the number of scales on the Follow-up Guide. This key includes calculations for guides containing up to 18 scales.

2) Compute a raw score for the total Follow-up Guide by adding together the raw scores for each scale.

3) Select the proper conversion key table according to the total number of scales contained in the Follow-up Guide.

*The Kiresuk-Sherman formula was developed for this purpose. It transforms the sum of the raw scores for each scale into a distribution where the mean is 50 and the standard deviation is 10. The rho value in the formula is .3

$$\text{Goal Attainment Score} = 50 + \frac{10 \sum w_i w_i}{\sqrt{(1-p)\sum w_i^2 + p(\sum w_i)^2}}$$

The formula translates as follows when each scale is equally weighted:

$$\text{Goal Attainment Score} = 50 + \frac{10 \text{ (the sum of the scale scores)}}{\sqrt{.7 \text{ (number of scales)} + .3 \text{ (number of scales)}^2}}$$

**Baxter, James, "Goal Attainment Score Conversion Key for Equally Weighted Scales," PERC, 1976.

This process is described with the following example.

	Example:	Scale 1	Scale 2	Scale 3	Scale 4
-2	Much less than expected level of outcome	*			*
-1	Somewhat less than expected level of outcome		*		Final
0	Expected level of Outcome	Final		*	
+1	Somewhat more than the expected level of outcome			Final	
+2	Much more than the expected level of outcome		Final		

A) The number of scales in this example = 4.

B) The total raw score value for the Goal Attainment level of the scales is:
(0) + (+2) + (+1) + (-1) = +2

C) THE GOAL ATTAINMENT SCORE CAN THEN BE FOUND USING THE TABLE FOR GUIDES CONSTRUCTED WITH 4 SCALES. The Goal Attainment score = 57.25

D) The student's level of functioning at the time of intake is indicated by an asterisk on each scale. The total raw score value for this initial level at intake is:
(-2) + (-1) + (0) + (-2) = -5

E) THE CHANGE SCORE CAN BE CALCULATED BY:

1. Computing a score for the level at intake and

2. Subtracting that score from the Goal Attainment score.

In this example, the total raw score for the level at intake was (-5). Using the table for guides constructed with 4 scales, it is possible to determine that the score for the intake level is 31.86.

57.25 (Goal Attainment Score)

- 31.86 (Level at intake)

+ 25.39 = Change Score

The Goal Attainment Score of 57.25 means that satisfactory goal attainment was achieved. The Change Score of +25.39 means that the person experienced significantly high behavioral changes in a positive direction since the time the goals were written.

Refer to Sally's complete Goal Attainment guide on pages 23 to 25. Her Goal Attainment Score and change score would be calculated as follows:

11 Number of scales written

-1 Total raw score: (0)+(-.5)+(-1)+(+1)+(0)+(0)=(0)+(+.5)+(+1)+(0)+(-2)=(-1)

48.49 GOAL ATTAINMENT SCORE (Found in Table 11)

-16 Raw Score - level at Intake: (0)+(-1)+(-2)+(-2)+(-2)+(-2)+(-2)+(0)+(-2)+(-1)+(-2)=(-16)

25.88 Level at Intake score (Found in Table 11)

+22.61 CHANGE SCORE

Levels of Predicted Attainment	Class Att. Chemistry	Class Att. English	Class Att. Psychology	Staying Straight	Overcoming bad moods	Strength Assessment	College/ Career	Appearance	Attend. AA	Frequency of bad moods	Terminating with daughter
Much less than expected level of outcome			*	*	*	*	*		*		* Final
Somewhat less than expected level of outcome		* Final	Final							*	
Expected level of outcome	Final *				Final	Final	Final	* Final		Final	
Somewhat more than the expected level of outcome				Final					Final		
Much more than the expected level of outcome											
Raw scores for each scale:	0	-.5	-1	+1	0	0	0	+.5	+1	0	-2

PROGRAM EVALUATION

Goal Attainment Scaling provides valuable information for evaluation programs in a variety of ways.

1) Cross-Program Analysis
2) Internal Program Analysis
3) Content Analysis

1) CROSS-PROGRAM ANALYSIS

Using G.A.S., it is possible to compare outcomes of totally different types of programs. For example, Goal Attainment scores obtained in elementary special education programs can be contrasted with those obtained in secondary programs. The scores are statistically comparable, despite the vast difference in content of goals.

2) INTERNAL PROGRAM ANALYSIS

The most simple type of internal analysis involves plotting each student's Goal Attainment Score on a graph, and examining the total program outcomes. See example page 35.

Within programs it is also possible to analyze outcomes with different subgroups to gather information about program effectiveness. For example, in the SAIL project, scores of students who dropped out of school and re-entered are contrasted with the scores of students who had never officially dropped out. Goal Attainment scores can be analyzed with respect to reading achievement test results to investigate possible correlations. Scores of males can be contrasted with scores of females.

When significant differences occur in the mean scores of subgroups, the staff can discuss possible explanations for the phenomenon, and consider appropriate program revisions depending on their analysis of the factors involved.

Goal Attainment scores can also be analyzed using time as the variable rather than subgroups within the population. Do scores become lower at certain times during the year? If so, for example, the staff might discuss appropriate program changes to provide greater support for students at those times.

Yet another method of program evaluation utilizing Goal Attainment Scaling involves contrasting the outcome scores each staff person's students have achieved. This should only be attempted when the staff is cohesive and has developed a solid trust base, otherwise the process is potentially too threatening.

If the scores differ widely between staff, then it is important to discuss possible explanations; for example: Has the staff member set goals having excessively high or conversely, too low expectations? Does the staff person work with the same type of students as the other staff? Is the staff person familiar with the Goal Attainment Scaling tool and procedures?

A fifth use of Goal Attainment Scaling is using the process to write total program objectives. See example, page 36.

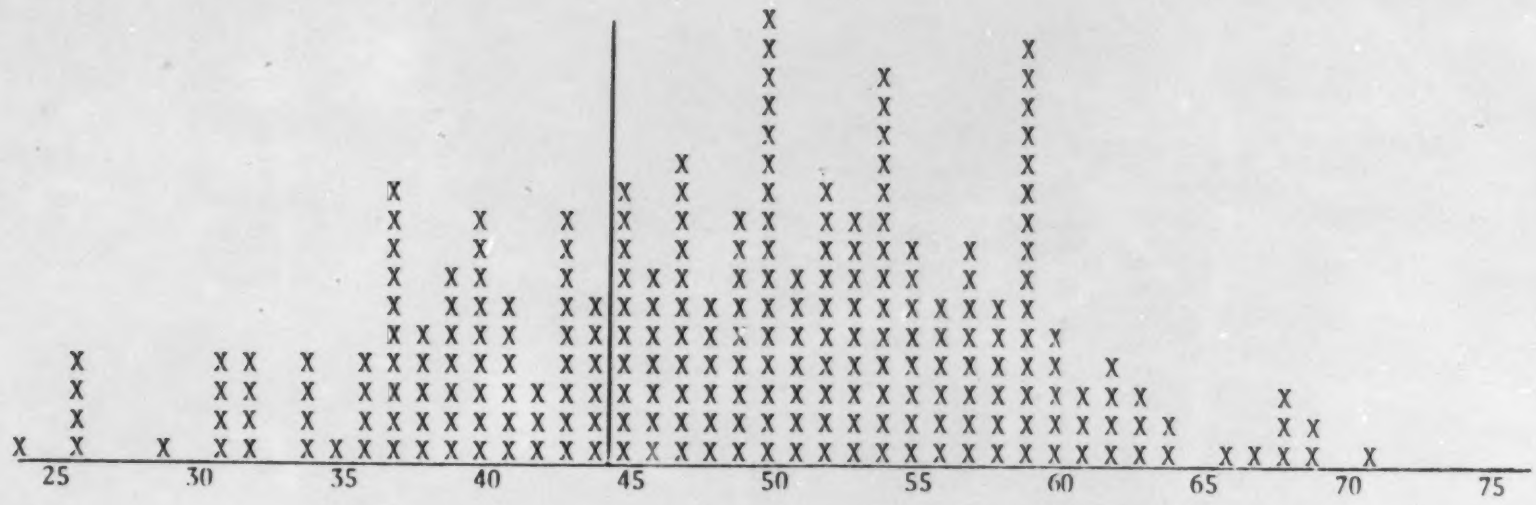
3) CONTENT ANALYSIS

This process involves separating out goals according to categories, and computing a Goal Attainment Score for each category. This allows for analysis of program effectiveness on different problem areas.

The SAIL staff has learned, for example, that mean Goal Attainment Scores were low (below 45.0) on goals relating to obtaining a driver's license, making long-range plans for the future, losing weight, making up overdue work or incompletes, getting up on time, and saving money. This means that staff and students are negotiating unrealistically high expected levels of outcome when writing goals in these content areas. Either these kinds of goals need to be further broken down into more component steps, or the achievement expectations need to be lowered. See example, pages 37 to 41.

GOAL ATTAINMENT SCORES SEPTEMBER 1976 - JANUARY 1978

CHART INDICATES 242 GOAL ATTAINMENT SCORES* FOR 80 STUDENTS



N = 242 **Mean = 49.17 Mode = 50 Variance = 83.86 Standard Deviation = 9.16

*This chart includes both 4-week and 8-week guides
**Based on scores rounded off to nearest hundredth

SCORES OF 45.0 OR MORE INDICATE SATISFACTORY GOAL ATTAINMENT

SAIL PROJECT EVALUATION - LINDBERGH HIGH SCHOOL

GOAL ATTAINMENT FOLLOW-UP GUIDE

Levels of Predicted Attainment	Objective 1 Goal Attainment	Objective 2 SAIL drop-out rate	Objective 3 SAIL in-school drop-out rate
Much less than expected level of outcome	Less than 60%	Less than 70%	Less than 35%
Somewhat less than expected level of outcome	60-69%	70-74%	35-44%
Expected level of outcome	70-75% students who have participated in SAIL 2 or more qtrs. will meet or exceed individualized, behaviorally specific goals relating to school achievement and social/emotional development.*	75-80% of students who have been in SAIL 2 or more qtrs. will not drop out of school.	45-55% of students who have participated in SAIL 2 or more qtrs. and who do not drop out of school will no longer exhibit in-school drop-out behaviors.*
Somewhat more than the expected level of outcome	76-85%	81-85%	56-65%
Much more than the expected level of outcome	More than 85%	More than 85%	More than 65%

*This means achieving a Goal Attainment Score of 45.0 or more

*In-school drop-out behavior - defined by failure to earn at least 3 academic credits in a school year (in addition to SAIL credit)

CONTENT ANALYSIS OF ALL SAIL STUDENTS' GOALS 1977-78
(80 students/214 Goal Attainment Guides/2213 Individual Goals)

This chart represents a comprehensive analysis of all goals students worked on during the 1977-78 school year. Examples of goals on this chart are not written in quantifiable terms due to space limitations, however all of these goals are quantifiable as they actually appear on students' Goal Attainment Guides. "Frequency" pertains to how many times goals in a particular category were written.

Goal Attainment Scores were computed for each category based on the Kiresuk-Sherman formula. A score of 45.0 or more is indicative of satisfactory goal attainment. The "ideal" score statistically is between 45.0 - 55.0. Scores lower than 45.0 indicate the goal was not usually achieved. Scores higher than 55.0 indicate the goal was usually exceeded.

Category	Examples	Frequency	Goal Attainment Score
Attendance (Frequently includes achievement variables also)	Class attendance Homeroom attendance Consecutive skips Keeping and turning in passbook Punctuality After skipping a class, attend the very next class session	1285	50.77
Achievement	Assignments Grades Doing homework at home Test taking Bring paper and pencil to class Pass all tests and retake any that were F's On Monday make a list of things to do for the week Take tests at the scheduled time Having 1 day each week when I feel pretty well caught up Check with teachers once a week Use 1 afternoon's free time at school productively each week	379	47.77
Group Behavior	Speaking out in group Bringing refreshments Participating by asking questions or stating ideas Initiating comments Saying something supportive to someone in group	100	45.58

Category	Examples	Frequency	Goal Attainment Score
	Reducing distracting actions or comments Giving compliments to group members Giving feedback to group members Suggesting possible solutions to problems brought up by group members Making ice-breaker comments Taking risks in group Sharing personal insights Not arguing with group leaders Reducing inappropriate giggling Coming to group on time Organizing a group activity Participating actively and providing honest support and/or confrontation 2 out of 3 groups each week Asserting positive leadership Speaking in a strong voice Making group meaningful for myself Sharing personal issues when I'm moody Invite the group over to my apartment Let group members know when something bugs me When group is boring, get the group to do or talk about something interesting		
Fun/Personal Strengths	Lifting weights Reading Fishing Hunting Playing piano Violin Guitar Swimming laps Riding horse Ski team Playing with dog Dating Check on bikes and insurance, and make a decision about what kind to buy Have bike running within 8 weeks Work on car body 2 - 3 hours each week Sand and fix the rust holes on my truck Listen to music or play music 3 hours each week	93	49.90

Category	Examples	Frequency	Goal Attainment Score
	Roller skate and/or listen to music each week Play tennis Trying out new activities with friends Dancing Playing music in front of people to gain confidence Composing songs		
Job	Getting a job Keeping it Working a certain number of hours Feeling good about own performance	49	53.82
Relationships	Initiating contact with friends Writing letters to family No personal contact with boyfriend during school day Doing things with little sister Telling parents where I am Complimenting Mom Staying home 3 nights each week Making new friends at Lindbergh (ie calling on phone, coffee, lunch, out of school activity) Not cleaning up after brother or engaging in bribery or blackmail with him Calm Mom down Make dinner, set table, and/or clear table Have at least 1 conversation each week with a student who's not in our group Have at least 1 out of 3 meetings a week with counselor without making deceptive statements Ask for 3 hugs this quarter Talk with at least one teacher outside of class time Help someone else with their problems Do a chore at home after only being told once Don't bug Mom about buying something Help out around the house Get my Dad to say "thanks" or tell me I did a good job Spend 1 hour a week with my family Talk to Dad 1 time this quarter and let him know what he does that I don't like Making commitments and following through	39	58.64

Category	Examples	Frequency	Goal Attainment Score
Drug Use	Attending AA Going into treatment Being straight in group Not using at school Abstinence	39	50.95
Handling Feelings	Discussing angry feelings Identifying other people's anger Not making violent threats or being violent Keeping cool when arguing with Dad Not losing my cool over dumb stuff When depressed, play piano, talk with parents, write, go out Give self credit for positive attributes and not scolding self Sharing feelings in journal Expressing anger appropriately all but once each week Tell my counselor when I'm upset about something Let one thing run off my back each week Identify my own defiant behaviors	32	49.17
Money	Repaying debts Saving money Not borrowing money Opening bank account Living within a budget	30	41.21
Health	Cutting down smoking Eating a nutritious breakfast Getting enough sleep Balanced diet Making doctor's appointment Using contraceptives	30	52.05
Make Up	Making up mods or assignment, Incompletes	28	42.48
Weight	Gaining/losing weight Exercising Dieting	23	41.68

Category	Examples	Frequency	Goal Attainment Score
	Attending Overeaters Anonymous groups When I feel like slipping (overeating) do something constructive instead		
Getting up in A.M.	Getting up on time	14	43.36
Future	Planning for future Applying to college Visiting Vo-Tech	13	37.07
Time Alone	Spending time alone Taking care of self Relaxing in a hot bath or reading or writing in diary at least 1 hour a week	12	54.37
Appearance	Looking good at school Biting nails	11	53.02
Assertiveness	Taking care of problems within 1 day Saying 1 thing assertive each week to a friend (not bitchy, snobbish, physical, bragging, stubborn - saying, in a straight way, how I'm feeling) Respond assertively when my sister borrows my clothes	10	48.36
Driver's License	Getting a driver's license	9	34.64
Cleaning Room		7	44.35
Coming home early school nights	Staying home	4	50.00
Meeting with with counselor at Community Agency		4	50.00

ADDITIONAL HINTS

The suggestions included on this page have evolved over the last two years as the SAIL Staff has worked intensively with dropout prone students. They are included in this manual to ease the task of implementation of Goal Attainment Scaling in the school setting.

1. Assume that all students will write goals. Only allow choice relating to which goals.

2. Since adolescents need continuous feedback, structure weekly scoring of goals.

3. Seek positive changes in students goal attainment.

4. Teach students how to share their school progress with parents as demonstrated by their weekly goal attainment.

5. Once successful levels of attainment are consistently reached, don't automatically raise the expectations.

6. Offer academic elective credit to students who attend and perform at expected levels of attainment on their goals.

7. Use group goal attainment as a strategy to build cohesiveness if the student is participating in a group as part of the program

8. In most cases, use goals that are observable by staff.

9. Select one staff member to review and supervise goal writing procedures with the rest of the staff.

CONVERSION KEY

TABLE 1: Use with Follow-up Guides Having Only 1 Scale

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-2	30.00
-1	40.00
0	50.00
+1	60.00
+2	70.00

TABLE 2: Use with Follow-up Guides Having Only 2 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-4	25.19
-3	31.39
-2	37.59
-1	43.79
0	50.00
+1	56.21
+2	62.41
+3	68.61
+4	74.81

TABLE 3: Use with Follow-up Guides Having Only 3 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-6	22.62
-5	27.18
-4	31.74
-3	36.31
-2	40.87
-1	45.44
0	50.00
+1	54.56
+2	59.13
+3	63.69
+4	68.26
+5	72.82
+6	77.38

TABLE 4: Use with Follow-up Guides Having Only 4 Scales

Total Raw Score Values (Sum of Scale Scores	Goal Attainment Score
-8	20.98
-7	24.61
-6	28.24
-5	31.86
-4	35.49
-3	39.12
-2	42.75
-1	46.37
0	50.00
+1	53.63
+2	57.25
+3	60.88
+4	64.51
+5	68.14
+6	71.76
+7	75.39
+8	79.02

TABLE 5: Use with Follow-up Guides Having Only 5 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-10	19.85
- 9	22.86
- 8	25.88
- 7	28.89
- 6	31.91
- 5	34.92
- 4	37.94
- 3	40.95
- 2	43.97
- 1	46.98
0	50.00
+ 1	53.02
+ 2	56.03
+ 3	59.05
+ 4	62.02
+ 5	65.08
+ 6	68.09
+ 7	71.11
+ 8	74.12
+ 9	77.14
+10	80.15

TABLE 6: Use with Follow-up Guides Having Only 5 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-12	19.02
-11	21.60
-10	24.18
- 9	26.76
- 8	29.34
- 7	31.93
- 6	34.51
- 5	37.09
- 4	39.67
- 3	42.25
- 2	44.84
- 1	47.42
0	50.00
+ 1	52.58
+ 2	55.16
+ 3	57.75
+ 4	60.33
+ 5	62.91
+ 6	65.49
+ 7	68.07
+ 8	70.66
+ 9	73.24
+10	75.82
+11	78.40
+12	80.98

TABLE 7: Use with Follow-up Guides Having Only 7 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-14	18.38
-13	20.64
-12	22.89
-11	25.15
-10	27.41
- 9	29.67
- 8	31.93
- 7	34.19
- 6	36.45
- 5	38.71
- 4	40.96
- 3	43.22
- 2	45.48
- 1	47.74
0	50.00
+ 1	52.26
+ 2	54.52
+ 3	56.78
+ 4	59.04
+ 5	61.29
+ 6	63.55
+ 7	65.81
+ 8	68.07
+ 9	70.33
+10	72.59
+11	74.85
+12	77.11
+13	79.36
+14	81.62

TABLE 8: Use with Follow-up Guides Having Only 8 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-16	17.87
-15	19.88
-14	21.89
-13	23.90
-12	25.90
-11	27.91
-10	29.92
- 9	31.93
- 8	33.94
- 7	35.94
- 6	37.95
- 5	39.96
- 4	41.97
- 3	43.98
- 2	45.98
- 1	47.99
0	50.00
+ 1	52.01
+ 2	54.02
+ 3	56.02
+ 4	58.03
+ 5	60.04
+ 6	62.05
+ 7	64.06
+ 8	66.06
+ 9	68.07
+10	70.08
+11	72.09
+12	74.10
+13	76.10
+14	78.11
+15	80.12
+16	82.13

TABLE 9: Use with Follow-up Guides Having Only 9 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-18	17.46
-17	19.27
-16	21.08
-15	22.88
-14	24.69
-13	26.50
-12	28.31
-11	30.11
-10	31.92
- 9	33.73
- 8	35.54
- 7	37.35
- 6	39.15
- 5	40.96
- 4	42.77
- 3	44.58
- 2	46.38
- 1	48.19
0	50.00
+ 1	51.81
+ 2	53.62
+ 3	55.42
+ 4	57.23
+ 5	58.04
+ 6	60.85
+ 7	62.65
+ 8	64.46
+ 9	66.27
+10	68.08
+11	69.89
+12	71.69
+13	73.50
+14	75.31
+15	77.12
+16	78.92
+17	80.73
+18	82.54

TABLE 10: Use with Follow-up Guides Having Only 10 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-20	17.12
-19	18.76
-18	20.40
-17	22.05
-16	23.69
-15	25.34
-14	26.98
-13	28.63
-12	30.27
-11	31.91
-10	33.56
- 9	35.20
- 8	36.85
- 7	38.49
- 6	40.13
- 5	41.78
- 4	43.42
- 3	45.07
- 2	46.71
- 1	48.36
0	50.0
+ 1	51.64
+ 2	53.29
+ 3	54.93
+ 4	56.58
+ 5	58.22
+ 6	59.87
+ 7	61.51
+ 8	63.15
+ 9	64.80
+10	66.44
+11	68.09
+12	69.73
+13	71.37
+14	73.02
+15	74.66
+16	76.31
+17	77.95
+18	79.60
+19	81.24
+20	82.88

TABLE 11: Use with Follow-up Guides
Having Only 11 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-22	16.83
-21	18.34
-20	19.85
-19	21.36
-18	22.86
-17	24.37
-16	25.88
-15	27.39
-14	28.89
-13	30.40
-12	31.91
-11	33.42
-10	34.92
- 9	36.43
- 8	37.94
- 7	39.45
- 6	40.95
- 5	42.46
- 4	43.97
- 3	45.48
- 2	46.98
- 1	48.49
0	50.0
+ 1	51.51
+ 2	53.02
+ 3	54.52
+ 4	56.03
+ 5	57.54
+ 6	59.05
+ 7	60.55
+ 8	62.06
+ 9	63.57
+10	65.08
+11	66.58
+12	68.09
+13	69.60
+14	71.11
+15	72.61
+16	74.12
+17	75.63
+18	77.14
+19	78.64
+20	80.15
+21	81.66
+22	83.17

TABLE 12: Use with Follow-up Guides Having Only 12 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-24	16.59
-23	17.98
-22	19.37
-21	20.76
-20	22.16
-19	23.55
-18	24.94
-17	26.33
-16	27.73
-15	29.12
-14	30.51
-13	31.90
-12	33.29
-11	34.69
-10	36.08
- 9	37.47
- 8	38.86
- 7	40.25
- 6	41.65
- 5	43.04
- 4	44.43
- 3	45.82
- 2	47.22
- 1	48.61
0	50.0
+ 1	51.39
+ 2	52.78
+ 3	54.18
+ 4	55.57
+ 5	56.96
+ 6	58.35
+ 7	59.75
+ 8	61.14
+ 9	62.53
+10	63.92
+11	65.31
+12	66.71
+13	68.10
+14	69.49
+15	70.88
+16	72.27
+17	73.67
+18	75.06
+19	76.45
+20	77.83
+21	79.24
+22	80.63
+23	82.02
+24	83.41

TABLE 13: Use with Follow-up Guides Having only 13 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score	Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-26	16.38	+26	83.62
-25	17.67	+25	82.33
-24	18.96	+24	81.04
-23	20.26	+23	79.74
-22	21.55	+22	78.45
-21	22.84	+21	77.16
-20	24.14	+20	75.86
-19	25.43	+19	74.57
-18	26.72	+18	73.28
-17	28.02	+17	71.98
-16	29.31	+16	70.69
-15	30.60	+15	69.40
-14	31.90	+14	68.10
-13	33.19	+13	66.81
-12	34.48	+12	65.52
-11	35.78	+11	64.22
-10	37.07	+10	62.93
- 9	38.36	+ 9	61.64
- 8	39.65	+ 8	60.35
- 7	40.95	+ 7	59.05
- 6	42.24	+ 6	57.76
- 5	43.53	+ 5	56.47
- 4	44.83	+ 4	55.17
- 3	46.12	+ 3	53.88
- 2	47.41	+ 2	52.59
- 1	48.71	+ 1	51.29
0	50.0		

TABLE 14: Use with Follow-up Guides Having only 14 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score	Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-28	16.18	+28	83.82
-27	17.39	+27	82.61
-26	18.60	+26	81.40
-25	19.81	+25	80.19
-24	21.01	+24	78.99
-23	22.22	+23	77.78
-22	23.43	+22	76.57
-21	24.64	+21	75.36
-20	25.85	+20	74.15
-19	27.05	+19	72.95
-18	28.26	+18	71.74
-17	29.47	+17	70.53
-16	30.68	+16	69.32
-15	31.88	+15	68.12
-14	33.09	+14	66.91
-13	34.30	+13	65.70
-12	35.51	+12	64.49
-11	36.71	+11	63.29
-10	37.92	+10	62.08
- 9	39.13	+ 9	60.87
- 8	40.34	+ 8	59.66
- 7	41.55	+ 7	58.45
- 6	42.75	+ 6	57.25
- 5	43.96	+ 5	56.04
- 4	45.17	+ 4	54.83
- 3	46.38	+ 3	53.62
- 2	47.58	+ 2	52.42
- 1	48.79	+ 1	51.21
0	50.0		

TABLE 15: Use with Follow-up Guides
Having only 15 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score	Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-30	16.03	+30	83.97
-29	17.16	+29	82.84
-28	18.30	+28	81.70
-27	19.43	+27	80.57
-26	20.56	+26	79.44
-25	21.69	+25	78.31
-24	22.83	+24	77.17
-23	23.96	+23	76.04
-22	25.09	+22	74.90
-21	26.22	+21	73.78
-20	27.36	+20	72.64
-19	28.49	+19	71.51
-18	29.62	+18	70.38
-17	30.75	+17	69.25
-16	31.88	+16	68.12
-15	33.02	+15	66.98
-14	34.15	+14	65.85
-13	35.28	+13	64.72
-12	36.41	+12	63.59
-11	37.55	+11	62.45
-10	38.68	+10	61.32
- 9	39.81	+ 9	60.19
- 8	40.94	+ 8	59.06
- 7	42.07	+ 7	57.93
- 6	43.21	+ 6	56.79
- 5	44.34	+ 5	55.66
- 4	45.47	+ 4	54.53
- 3	46.60	+ 3	53.97
- 2	47.74	+ 2	52.26
- 1	48.87	+ 1	51.13
0	50.0		

TABLE 16: Use with Follow-up Guides Having Only 16 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score	Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-32	15.88	+32	84.12
-31	16.95	+31	83.05
-30	18.02	+30	81.98
-29	19.09	+29	80.91
-28	20.15	+28	79.85
-27	21.22	+27	78.78
-26	22.28	+26	77.72
-25	23.35	+25	76.64
-24	24.42	+24	75.58
-23	25.48	+23	74.52
-22	26.55	+22	73.45
-21	27.61	+21	72.39
-20	28.68	+20	71.32
-19	29.75	+19	70.25
-18	30.81	+18	69.19
-17	31.88	+17	68.12
-16	32.94	+16	67.06
-15	34.01	+15	65.99
-14	35.08	+14	64.92
-13	36.14	+13	63.86
-12	37.21	+12	62.79
-11	38.27	+11	61.73
-10	39.34	+10	60.66
- 9	40.41	+ 9	59.59
- 8	41.47	+ 8	58.53
- 7	42.54	+ 7	57.46
- 6	43.60	+ 6	56.40
- 5	44.67	+ 5	55.33
- 4	45.74	+ 4	54.26
- 3	46.80	+ 3	53.20
- 2	47.87	+ 2	52.13
- 1	48.93	+ 1	51.07
0	50.0		

TABLE 17: Use with Follow-up Guides Having Only 17 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score	Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-34	15.76	+34	84.24
-33	16.77	+33	83.23
-32	17.77	+32	82.23
-31	18.78	+31	81.22
-30	19.79	+30	80.21
-29	20.80	+29	79.20
-28	21.80	+28	78.20
-27	22.81	+27	77.19
-26	23.82	+26	76.18
-25	24.82	+25	75.18
-24	25.83	+24	74.17
-23	26.84	+23	73.16
-22	27.84	+22	72.16
-21	28.85	+21	71.15
-20	29.86	+20	70.14
-19	30.87	+19	69.13
-18	31.87	+18	68.13
-17	32.88	+17	67.12
-16	33.89	+16	66.11
-15	34.89	+15	65.12
-14	35.90	+14	64.10
-13	36.91	+13	63.10
-12	37.92	+12	62.08
-11	38.92	+11	61.08
-10	39.93	+10	60.07
- 9	40.94	+ 9	59.06
- 8	41.94	+ 8	58.05
- 7	42.95	+ 7	57.04
- 6	43.96	+ 6	56.04
- 5	44.96	+ 5	55.04
- 4	45.97	+ 4	54.03
- 3	46.98	+ 3	53.02
- 2	47.99	+ 2	52.01
- 1	48.99	+ 1	51.01
0	50.0		

TABLE 18: Use with Follow-up Guides Having Only 18 Scales

Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score	Total Raw Score Values (Sum of Scale Scores)	Goal Attainment Score
-36	15.65	+36	84.35
-35	16.60	+35	83.40
-34	17.55	+34	82.45
-33	18.51	+33	81.50
-32	19.46	+32	80.54
-31	20.42	+31	79.58
-30	21.37	+30	78.63
-29	22.33	+29	77.67
-28	23.28	+28	76.72
-27	24.23	+27	75.77
-26	25.19	+26	74.81
-25	26.14	+25	73.86
-24	27.10	+24	72.90
-23	28.05	+23	71.95
-22	29.01	+22	70.99
-21	29.96	+21	70.04
-20	30.91	+20	69.09
-19	31.87	+19	68.13
-18	32.82	+18	67.18
-17	33.78	+17	66.22
-16	34.73	+16	65.27
-15	35.69	+15	64.31
-14	36.64	+14	63.36
-13	37.59	+13	62.41
-12	38.55	+12	61.45
-11	39.50	+11	60.50
-10	40.46	+10	59.54
- 9	41.41	+ 9	58.59
- 8	42.37	+ 8	57.63
- 7	43.32	+ 7	56.68
- 6	44.27	+ 6	55.73
- 5	45.23	+ 5	54.77
- 4	46.18	+ 4	53.82
- 3	47.14	+ 3	52.86
- 2	48.02	+ 2	51.91
- 1	49.04	+ 1	50.95
0	50.0		